Ministry of Education

Annual Report for 2015-16

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Government of Saskatchewan

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Letter of Transmittal

Don Morgan, Q.C.
Minister of Education

Her Honour, the Honourable Vaughn Solomon Schofield,
Lieutenant Governor of Saskatchewan

May it Please Your Honour:

I respectfully submit the Annual Report of the Ministry of Education for the fiscal year ending March 31, 2016.

The Government of Saskatchewan is committed to Keeping Saskatchewan Strong by investing in the students and infrastructure of the province. The 2015-16 Annual Report shows progress towards the commitments that relate to the Ministry of Education as of March 31, 2016.

Some of the significant highlights in 2015-16 include:

- The construction of the nine joint-use schools remains on-time and on-budget. When completed, the nine joint-use schools will serve nearly 11,000 students and offer 810 new child care spaces.
- The development of a provincial framework to support student success in reading. *Saskatchewan Reads* provides practical supports for teachers to ensure their students are successful in achieving their reading goals.
- Partnering with education sector stakeholders to create the Saskatchewan Professional Teachers Regulatory Board (SPTRB), a new self-governing, professionally led organization for teacher regulation and certification. The creation of the SPTRB provides a clear and transparent regulatory process that ensures public faith in the teaching profession.

The report demonstrates the Ministry's ongoing efforts to put students first and support the education sector in Saskatchewan, ensuring that this province has an educated workforce positioned to take full advantage of the opportunities available in a strong and growing economy.

Don Morgan

Don Morgan, Q.C.

Minister of Education

Letter of Transmittal

Julie MacRae
Deputy Minister of Education

The Honourable Don Morgan, Q.C.
Minister of Education

I have the honour of submitting the Annual Report of the Ministry of Education for the fiscal year ending March 31, 2016.

As Deputy Minister of Education, I accept responsibility for the financial administration and control of the Ministry. I further take responsibility for the Ministry's public accountability and provide assurance that the information contained in the 2015-16 Annual Report is accurate and reliable.

Julie MacRae

Julie MacRae

Deputy Minister of Education

Introduction

This annual report for the Ministry of Education presents the Ministry's results for the fiscal year ending March 31, 2016. It provides results of publicly committed strategies, key actions and performance measures identified in the *Ministry of Education Plan for 2015-16*. It also reflects progress toward commitments from the Government direction for 2015-16: Keeping Saskatchewan Strong, the *Saskatchewan Plan for Growth – Vision 2020 and Beyond* and throne speeches.

The annual report demonstrates the Ministry's commitment to effective public performance reporting, transparency and accountability.

Alignment with Government's Direction

The Ministry's activities in 2015-16 align with Government's vision and four goals:

Saskatchewan's Vision

"... to be the best place in Canada – to live, to work, to start a business, to get an education, to raise a family and to build a life."

- **Sustaining growth and opportunities for Saskatchewan people**
- **Meeting the challenges of growth**
- **Securing a better quality of life for all Saskatchewan people**
- **Delivering responsive and responsible government**

Together, all ministries and agencies support the achievement of Government's four goals and work towards a secure and prosperous Saskatchewan.

Ministry Overview

Mandate

The Ministry of Education provides leadership and direction to the early learning and child care, Prekindergarten through Grade 12 education, literacy and library sectors. The Ministry supports the sectors through funding, governance and accountability, with a focus on improving student achievement. The Ministry is committed to improving the learning success and well-being of all Saskatchewan children and youth, and the enhancement of literacy for all Saskatchewan people.

Mission Statement

The Ministry of Education provides strategic, innovative and collaborative leadership to the early years, Prekindergarten through Grade 12 education, literacy and library sectors. It promotes higher student achievement and well-being for Saskatchewan children and youth, and improved literacy skills for all, as a foundation of the province's social and economic growth.

Service Delivery System

Within the Ministry of Education in 2015-16, services were provided by 285.9 full-time-equivalent employees (FTEs), which was 12.6 FTEs less than the original allocation of 298.5 FTEs. This variance is a result of hiring an additional 10 student FTEs, offset by 9.5 FTE vacancies throughout the year and 13.1 vacancies due to a staffing restraint directive.

2015-16 Operational Environment

The Ministry of Education continues to work toward the accomplishment of the goals, actions and targets of the *Education Sector Strategic Plan*.

The *Education Sector Strategic Plan*:

- was first developed by the Ministry and provincial school division administrators in 2013-14 and vetted by a wide range of education partners including elected school board members, First Nations and Métis partners and several other organizations;
- uses a Student First approach to ensure that all Saskatchewan students have the education and skills they need to succeed when they graduate from high school;
- identifies key goals, actions and targets; and
- encompasses work by the Ministry and sector stakeholders.

The Ministry of Education worked with sector stakeholders to implement actions in 2015-16 and to develop plans for 2016-17. The areas of focus were:

- **Early Years**

  To support the sector goal that by June 30, 2020, children aged 0-6 will be supported in their development to ensure that 90 per cent of students exiting Kindergarten are ready for learning in the primary grades, the Ministry of Education enhanced quality in child care and early learning programs through professional development opportunities like site visits and mentorships. In addition, the following resources were created: *Enhancing Interactions, Essential Learning Experiences and Literacy Practices in Kindergarten*. In 2015-16, the Ministry continued to support vulnerable families to enhance their parenting skills and child development knowledge and to improve the quality of data collected through the KidsFirst and Early Childhood Intervention Programs. The Ministry worked with all 28 school divisions to complete the *Early Years Evaluation* in Kindergarten classrooms across the province and built capacity to respond to information generated by the tool at the school division and classroom level.

- **Reading**

  In 2015-16, *Saskatchewan Reads*, a reading improvement support resource that focuses on grades 1 to 3, was implemented and Grade 3 reading levels were collected. Also developed was a companion resource to *Saskatchewan Reads* called *Saskatchewan Reads for Administrators: Leadership for a Saskatchewan Reads School*, which provides support for school administrators in the leadership required to support reading instruction.

- **At Grade Level in Reading, Writing and Math**

  The Ministry supported the sector plan to increase the number of students at or above grade level in reading, writing and math by June 30, 2020. In collaboration with practicing teachers, a variety of tools and strategies for the teaching of writing to general and specific groups, including additional language learners and students who require increased support, are under development. Tools and strategies will also be developed in English and French for the teaching of numeracy. This plan encompasses the English, French Immersion and Francophone programs.

- ***Following Their Voices***

  The Ministry of Education, in partnership with First Nations and Métis stakeholders, implemented the *Following Their Voices* initiative. This plan delivered professional learning and development to participating schools; created methods of measuring, tracking and reporting *Following Their Voices* evidence; and will make use of an action research model to explore new ways of supporting First Nations and Métis students.

- **First Nations and Métis Student Engagement and Graduation Rate**

  Collaboration took place between First Nations and Métis and non-First Nations and Métis partners regarding work towards improving First Nations and Métis student engagement and improving three-year graduation rates from 35 per cent in June 2012 to at least 65 per cent in June 2020. The work undertaken included: Invitational Shared Services Initiatives; the use of math, language and perceptual survey tools; the development of a contract to expand financial literacy, entrepreneurship and career development opportunities for First Nations, Métis and northern students; initial development towards an ethical data sharing framework development; and, provision of summer literacy camps.

  The Ministry supported the sector in working toward the goal that by June 30, 2020, Saskatchewan will achieve an 85 per cent graduation rate. This included a review of interjurisdictional high school graduation requirements; the development of increased opportunities and supports to graduation and transitions; increased sharing of data regarding division and school graduation rates and the factors contributing to those; and supporting the establishment of graduation and transition plans for Grade 9 students across the province.

- **Sector-wide Efficiencies**

  The Ministry played a key role in the sector goal to implement a sector-wide approach to find efficiencies and increase value-add in order for the sector to be responsive to the challenges of student needs by August 31, 2020. This plan included the provision of comparative financial information to school divisions, development of a long-term approach to find efficiencies and development of business cases for quick-win efficiencies and longer term projects.

Progress in 2015-16

Government Goals

Sustaining growth and opportunities for Saskatchewan people

Meeting the challenges of growth

Securing a better quality of life for all Saskatchewan people

Delivering responsive and responsible government

Strategic priority from the *Saskatchewan Plan for Growth*: The Government of Saskatchewan will invest in the infrastructure needed to support education and quality of life priorities. Similarly, school boards and libraries must ensure their infrastructure planning aligns with the growth needs and priorities of the communities they serve.

Ministry and Education Sector Goal

By September 2017, nine new joint-use schools in Saskatoon, Regina, Warman and Martensville will be complete and ready for use. Each school will include a 90-space child care centre (810 child care spaces in total) and space for community use.

Promising Practice:

Over the past 10 years, Saskatchewan has enjoyed growth in many communities. In Warman, this has meant more children attending Warman Elementary and Middle School, and in Martensville, more children are attending Valley Manor and Venture Heights Elementary Schools. To help alleviate enrolment pressures, Prairie Spirit School Division and Saskatoon Catholic School Division have been working together to support the construction of public/Catholic joint-use schools in Warman and Martensville—a project that is new to both school divisions and to those communities.

Since the government announced its plan to build 18 joint-use schools on nine sites in the province, Prairie Spirit and Saskatoon Catholic school divisions have worked diligently to plan construction that will provide extra benefit for students. Those benefits will include outdoor learning spaces, more breakout rooms, community resource space that can be used for additional programming, shared Practical and Applied Arts spaces, and three gymnasiums—all components that may not have been available in a single-use school. Each joint-use school will also house a 90-space child care facility.

As witnessed at the sod-turning events in September 2015, students, families and community members in Martensville and Warman eagerly await the first day in their new schools in fall 2017.

Key Actions and Results

$144.3 million was invested in school capital funding to continue work on the Joint-Use Schools Project.

- Funding for the Joint-Use Schools Project was used to start construction and provide technical advisory services.

Work with SaskBuilds to develop a long-term capital strategy.

- A 10-year capital plan was completed and submitted to SaskBuilds and the top 10 projects awaiting approval are posted on the saskatchewan.ca website.
- In addition to major capital requests, the capital plan includes funding for relocatable classrooms, emergent projects, and preventative maintenance and renewal.

Performance Measures

Joint-Use Schools Project Progress

Construction began on all 18 schools in nine locations in Regina, Saskatoon, Martensville and Warman with an official sod turning event on September 11, 2015. This launched the largest school construction project in Saskatchewan's history with simultaneous construction of 18 schools to be open in time for students in September 2017. Each joint-use school will include a child care centre. The construction project is using a public-private partnership model, which will save the citizens of Saskatchewan $100 million dollars over the life of the schools.

At the end of March 2016, the construction of the schools was ahead of schedule with all concrete and steel work complete. Construction progress may be viewed in real time via webcam, accessible on saskatchewan.ca.

Government Goals

Sustaining growth and opportunities for Saskatchewan people

Meeting the challenges of growth

Securing a better quality of life for all Saskatchewan people

Delivering responsive and responsible government

Ministry and Education Sector Goal

By June 30, 2020, children aged 0-6 years will be supported in their development to ensure that 90 per cent of students exiting Kindergarten are ready for learning in the primary grades.

Promising Practice:

In summer 2015, the Ministry of Education developed 27 *Invitation for Learning* bins and delivered the bins to evacuation centres in Saskatoon to support children and families who were relocated as a result of wildfires in Northern communities. Following the evacuations, the bins were given to the Pahkisimon Nuye?áh Library System to support early learning programs like child care, Prekindergarten and local family resource centres.

To support children and youth transitioning back to school after the evacuation, the Ministry of Education created the *Nurturing Resiliency* project, an online library of articles and links for the education sector. These resources were designed to assist educators and school divisions in creating a plan of action for supporting children and youth as they transition into the 2015-16 school year.

Since the inception of the *Nurturing Resiliency* project, 653 participants have accessed the online resource. The online libraries are continually updated and, most recently, information has been added in response to community crises and to the arrival of refugee families. The resources help educators support these learners as they transition into the school system.

Strategy

By June 2018, 90 per cent of Prekindergarten and Kindergarten educators will have participated in early childhood education professional learning opportunities.

Key Actions and Results

Develop and distribute resource materials to school divisions to facilitate discussion on how to appropriately address results of the *Early Years Evaluation*. The *Early Years Evaluation* is a teacher tool for the observation of children's reading readiness skills.

Provide aggregate results of the *Early Years Evaluation* data to community-based organizations.

- *Early Years Evaluation* support documents have been made available to all school divisions to assist them in conducting the *Early Years Evaluation* assessments and determining how to best use the results. Work will be ongoing to develop appropriate tools so school divisions can respond to the information gathered by the *Early Years Evaluation* tool and help children progress in their learning and development.
- In October 2015, the *Early Years Evaluation* results were shared with stakeholders for their use in community-based planning.

Identify and enhance Ministry, school division and inter-agency supports, practices and resources that improve child outcomes and increase schools' readiness for children.

- Professional learning opportunities were developed to support educators and staff to achieve a background in early childhood expertise including site visits and mentorships. Specifically, the *Enhancing Interactions and Literacy Practices in Kindergarten* resources were developed last year. Professional development opportunities continue to be offered to educators across the early learning and child care sectors in order to support the provision of quality, developmentally and culturally appropriate practices and play-based experiences for young children.
- The Ministry worked with school divisions and Prekindergarten educators to complete surveys and analyze results for the *Prekindergarten Annual Report*, which provides information about class composition, training and professional development and program evaluation in Prekindergarten programs across the province. This information is then used jointly by school divisions and the Ministry to help inform decisions to improve the Prekindergarten program. In June 2015, 100 per cent of educators provided input to their *Prekindergarten Annual Report*. Surveys which will inform the *Prekindergarten Annual Report* will be completed by school divisions in June 2016.
- The Ministry also introduced the Kindergarten survey which will inform a *Kindergarten Annual Report* to be produced in fall 2016. Teachers in all 28 school divisions will complete surveys for the first time in June 2016. Results will be available in fall 2016 and will help improve the Kindergarten program.

Develop a provincial continuum of developmentally appropriate supports for children ages 3-6.

- The *Education Sector Strategic Plan* working group has begun development of a resource to support educators in the classroom in their responses to children who require additional supports. The resource is expected to be available to school divisions in fall 2016.

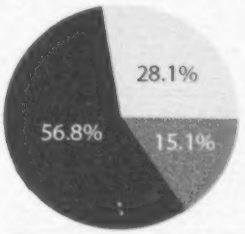
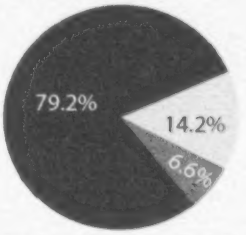
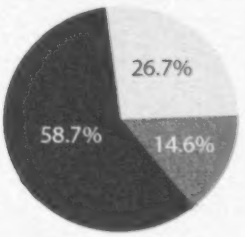
Complete an environmental scan of current data streams that may be available from across the human services sectors.

- The Ministry of Education worked with interministry partners to develop tools to better understand the connections amongst early years programs. This work contributed to the development of *Saskatchewan's Early Years Plan* and informed discussions at the *Education Sector Strategic Plan* Early Years Outcome Project Team table. Using data and research to plan programs and services that meet the needs of children and families is a key action identified in the *Saskatchewan's Early Years Plan*.

Performance Measure

Early Years Evaluation – Teacher Assessment

Percentage of children whose learning and skill development falls into the Tier I category and is considered typical for children of the same age in Kindergarten according to the *Early Years Evaluation – Teacher Assessment*.

	Fall (Kindergarten entry)	**Spring (Kindergarten exit)**
2014-15 (baseline)		
2015-16 (current year)		Currently being collected (available July 2016)
Tier I children's learning and development is typical for children the same age.	Tier II children experience some difficulty and benefit from additional opportunities and experiences for learning.	Tier III children experience significant difficulty and benefit from additional opportunities and experiences for learning, as well as targeted instruction and programming tailored to their needs.

The *Early Years Evaluation – Teacher Assessment* is an observational readiness screening tool with a focus on reading readiness skills. *Early Years Evaluation – Teacher Assessment* results guide schools in planning and practice for meeting the learning needs of whole classes, small groups and individual children at a critical point in the early years. Early identification of children's reading readiness skills is crucial, not only to support young children's current development, but also to lay the foundation for future school success. The *Early Years Evaluation – Teacher Assessment* will, therefore, be used to monitor progress towards meeting the target for 2020.

Government Goals

Sustaining growth and opportunities for Saskatchewan people
Meeting the challenges of growth
Securing a better quality of life for all Saskatchewan people
Delivering responsive and responsible government

Strategic priority from the *Saskatchewan Plan for Growth* and the *Education Sector Strategic Plan*: Expand Prekindergarten programs with an emphasis on improved support for vulnerable children in addition to increasing early learning and child care spaces in Saskatchewan.

Ministry Strategy

Government will continue to collaborate with Early Years and education stakeholders to improve early learning.

Key Actions and Results

Release *Essential Learning Experiences* to provide more detailed guidance on children's learning and development.

- The *Essential Learning Experiences* document was completed and released to school divisions in November 2015 and to licensed child care centres in February 2016. Further supports for the use of the document are being finalized for release in June 2016.

Increase communication and collaboration with personnel in First Nations early learning programs.

- Seven Invitational Shared Services Initiative (ISSI) projects related to early learning continue. These projects provide opportunities for First Nations educational authorities to partner with provincial school divisions and create improvements and innovations in areas such as family engagement, literacy, numeracy and specialized supports for early learners.
- Three Tribal Councils were represented in the *Education Sector Strategic Plan* Early Years Project Team. Input from these organizations provides First Nations insight to programs and services developed or supported by the *Education Sector Strategic Plan*.
- First Nations Early Years representatives were invited to and participated in the provincial Early Years biannual meetings, which allowed First Nations partners to be included in new provincial resources, information and processes that support Prekindergarten and Kindergarten.
- First Nations Early Years representatives receive ongoing communication and information about professional development opportunities.

Government Goals

Sustaining growth and opportunities for Saskatchewan people | Meeting the challenges of growth | **Securing a better quality of life for all Saskatchewan people** | Delivering responsive and responsible government

Strategic priority from the *Saskatchewan Plan for Growth* and the *Education Sector Strategic Plan*: Work to increase the number of Grade 3 students reading at grade level by 20 per cent by 2015.

Ministry and Education Sector Goal

By June 30, 2020, 80 per cent of students will be at grade level or above in reading, writing and math.

Strategies

By June 2018, at least 80 per cent of Grade 3 students will be at or above grade level in reading.

By June 2018, at least 80 per cent of grades 4-12 students will be at or above grade level in reading and writing.

By June 2020, at least 80 per cent of students will be at or above grade level in math.

Promising Practice:

In response to the provincial plan to increase the number of students reading at their grade level or above, Holy Trinity Catholic School Division added high impact reading strategies and enriched literacy environments to its early literacy plan.

The division has adopted instructional practices identified in *Saskatchewan Reads* such as purposeful and engaging guided reading in classrooms, active school literacy teams, Leveled Literacy Intervention (LLI) coaches for timely and developmentally appropriate reading interventions, and school administrator involvement. Having school administrators interested explicitly in the reading growth of students in their schools has emphasized that reading is a priority and has helped administrators shape critical understanding of what quality early reading learning looks like in their schools.

The combined efforts of classroom teachers, LLI coaches, administrators, division office supports, and the school board working in unison on a strategic early literacy plan has provided promising reading growth results for young readers in Holy Trinity Catholic School Division.

Key Actions and Results

Develop resources to assist administration in the implementation and deployment of *Saskatchewan Reads*. *Saskatchewan Reads* is a sector reading strategy that includes best practices for grades 1-3.

- The *Saskatchewan Reads* document was formally released in May 2015.
- *Saskatchewan Reads* was deployed in school divisions in spring 2015.
- A Provincial Administrator Reading Team was established in September 2015 to develop a companion resource to *Saskatchewan Reads* for school division administrators.
- Ministry and sector partners worked to develop tools to determine grade level in writing in the English, French Immersion and Francophone programs.

One hundred per cent of school divisions/systems will design and deploy a literacy program based on *Saskatchewan Reads*.

- One hundred per cent of school divisions have reported that they have designed and implemented plans reflective of *Saskatchewan Reads*.

Identify developmental learning scope and sequence based on curricular outcomes within a complementary document.

- The Ministry supported the sector in the development of a writing continuum, for grades 1-12 in the English, French Immersion and Francophone programs.

Define criteria for "at grade level."

- The Ministry and sector partners worked to develop tools to determine grade level in writing and math in the English, French Immersion and Francophone programs.

As part of the *Education Sector Strategic Plan*, a schedule has been created for the provincial collection of writing and math data. Baseline writing data will be collected provincially for grades 4, 7, and 9 in June 2017, followed by a full writing data set in June 2018. Baseline math data will be collected provincially for grades 2, 5 and 8 in June of 2018, followed by a full math data set in June of 2019.

Performance Measure

Per Cent of Grade 3 Students Reading at Grade Level

By June 2015, the percentage of Grade 3 students who will be reading at or above grade level will continue to increase in order to meet the provincial target of 80 per cent by 2018.

- In June 2015, the Ministry collected baseline data on the reading levels of Grade 3 students. Seventy-three per cent of Grade 3 students were reading at or above grade level. This information assists the Ministry in setting annual targets for reading improvement, which build toward the long term target of 80 per cent in June 2018, and in determining actions to support attainment of both annual and long-term targets.

Government Goals

Sustaining growth and opportunities for Saskatchewan people
Meeting the challenges of growth
Securing a better quality of life for all Saskatchewan people
Delivering responsive and responsible government

Strategic priority from the *Saskatchewan Plan for Growth* and the *Education Sector Strategic Plan*: Reduce the Grade 12 graduation disparity between First Nations and Métis and Non-First Nations and Métis students in the Prekindergarten to Grade 12 system by 50 per cent by 2020.

Ministry and Education Sector Goal

By June 30, 2020, collaboration between First Nations and Métis and Non-First Nations and Métis partners will result in significant improvement in First Nations and Métis student engagement and will increase three-year graduation rates (students graduating within three years of entering Grade 10) from 35 per cent in June 2012 to at least 65 per cent.

Strategies

Achieve an annual increase of four percentage points in the First Nations and Métis three-year graduation rate.

By 2018, school divisions will achieve parity between First Nations and Métis and Non-First Nations and Métis students on the *OurSCHOOL/Tell Them From Me* engagement measure of positive relationships at school.

Promising Practice:

The Ministry's Invitational Shared Service Initiative supports students living on-reserve. The partnerships bring together the provincial education system and First Nations education organizations to provide programs and services, such as the provision of a graduation coach, that support student achievement and graduation.

On reserve, a graduation coach works to increase First Nations student engagement. It is their role to identify and understand the needs of students, to build relationships and to provide a safe, inclusive learning environment.

Graduation coaches have also been engaged in some provincial schools. John Paul II Collegiate in North Battleford has added a graduation coach to its staff, positively impacting First Nations and Métis students by providing personal and academic guidance. This support has increased the engagement of students and teachers in working toward graduation.

Key Actions and Results

Implement, monitor and support the *Following Their Voices* professional development initiative in up to 10 schools. *Following Their Voices* is a collaborative initiative designed to help teachers build better relationships with students and enhance First Nations and Métis student engagement and achievement.

- In the 2014-15 school year, the Ministry and sector completed a field test of *Following Their Voices* in one First Nations and five provincial schools. In 2015-16, the Ministry and sector implemented *Following Their Voices* in five First Nations and twelve provincial schools. The *Following Their Voices* initiative included initial development of professional learning and development resources and processes including online applications for data collection, monitoring and reporting of the *Following Their Voices* data. Baseline data for 2014-15 was collected for student attendance, credit attainment, graduation rates and subject marks. Initial successes that some Year One teachers/schools reported include: a decrease in student behavioral incidents; an increase for on-track graduation; an increase in the number of credits attained; and an increase in achievement measures related to reading comprehension.

Sector partners begin to develop or adopt a targeted professional development module for school based administrators that has a focus on the needs of First Nations and Métis students.

- A sector committee, including representatives from the Ministry, school divisions, First Nations educational organizations, Métis representation, Saskatchewan Education Leadership Unit and Saskatchewan Professional Development Unit, has drafted a plan for administrator professional development. A field testing year will begin in the fall of 2016.

Develop a provincial guideline that outlines the content and process for an efficient information exchange for students transitioning between and among education systems.

- An engagement plan and terms of reference were finalized for the Ethical Data Sharing Advisory Committee. Meetings are scheduled to begin in April 2016.

Enhance existing First Nations and Métis literacy by working with Frontier College to establish four First Nations literacy camps in the province.

- The Ministry worked with three other ministries in 2015 to support Summer Literacy Camps in five Saskatchewan First Nations.
  - One hundred and thirty-seven children attended the camps.
  - Ninety-six per cent of parents reported that their child had an improved attitude to reading after attending the camps.

Support the implementation of the *OurSCHOOL/Tell Them From Me* survey.

- As of March 31, 2016, 28 school divisions and three First Nations educational organizations in Saskatchewan were making use of the *OurSCHOOL/Tell Them From Me* survey. This perceptual survey is designed to be utilized at a school and/or school division level to inform local improvement planning by aligning actions with targeted measures, such as Sense of Belonging, Intellectual Engagement and Positive Relationships.

Performance Measure

First Nations and Métis Three-Year Graduation Rate

By June 2015, the percentage of First Nations and Métis students who will have graduated within three years of entering Grade 10 will continue to grow in order to meet the target of 65 per cent by 2020.

- The three-year graduation rate for First Nations and Métis students was 32.9 per cent in 2011. This rate rose to 40.1 per cent in June 2015. The percentage of students who will have graduated within five years of entering Grade 10 was 48.5 per cent in 2011 and rose to 55.9 per cent in June 2015. The eventual graduation rates for the same years are 54.4 per cent and 57.7 per cent, respectively.

Government Goals

Sustaining growth and opportunities for Saskatchewan people | Meeting the challenges of growth | **Securing a better quality of life for all Saskatchewan people** | Delivering responsive and responsible government

Strategic priority from the *Saskatchewan Plan for Growth* and the *Education Sector Strategic Plan*: Ensure Saskatchewan leads the country in graduation rates.

Ministry and Education Sector Goal

By June 30, 2020, Saskatchewan will achieve an 85 per cent three-year graduation rate (students graduating within three years of entering Grade 10).

Strategies

Achieve an annual increase of three percentage points in the provincial three-year graduation rate (students graduating within three years of entering Grade 10).

By June 2018, 77 per cent of students will report high levels of intellectual engagement and sense of belonging as measured by *OurSCHOOL/Tell Them From Me*.

Promising Practice:

One of the goals in the *Education Sector Strategic Plan* is to achieve an 85 per cent graduation rate by 2020. To help reach this target, Regina Public Schools (RPS) introduced a program called @HERE (High School Education Re-Engagement). RPS is giving high school students who experience significant attendance difficulties the opportunity to re-engage in their education and transition back to their original high schools.

The @HERE program uses a holistic approach that focuses on building relationships and uses students' interests, strengths and goals as the basis of student re-engagement in learning. The program creates individualized programs so students can explore the world in ways that are culturally relevant and meaningful to them.

Early indications show that student re-engagement has increased for those at the @HERE program, and this puts them on track for graduation.

Key Actions and Results

Complete a review of provincial high school graduation requirements.

- An interjurisdictional scan of graduation requirements across Canada was completed and analyzed in 2015. While there was significant discrepancy in the requirements, there were no obvious relationships between the requirements and graduation rates. This information will be used to inform the more comprehensive review of Saskatchewan provincial graduation requirements planned for 2016-17.

Students entering Grade 9 will be supported to develop and maintain individual graduation and post-graduation plans using SaskCareers.ca.

- Ministry funding for the provincial license to *myBlueprint* has given all Saskatchewan schools access to the online career and education planning tool embedded within SaskCareers. As reported by the Saskatoon Industry Education Council, 13 school divisions had been onboarded to the websystem and work with six school divisions was in progress as of February 29, 2016. Favourable comments from students regarding the ease of use and navigation of SaskCareers have also been reported by the Saskatoon Industry Education Council.

Continue to work with post-secondary institutions to expand offerings of dual credits.

- As of March 31, 2016, there are approximately 20 approved dual credit programs which allow students to earn credit/recognition from post-secondary institutions and high school at the same time. Dual credit courses include some university courses and several Saskatchewan Polytechnic courses, including highly employable programs such as Early Childhood Education and Continuing Care Aid.

Performance Measure

Provincial Three-Year Graduation Rate

By June 2015, the percentage of students within the province who will graduate within three years of entering Grade 10 will continue to grow in order to meet the 85 per cent target by 2020.

Three-year, five-year and eventual graduation rates of students completing Grade 12 in June 2011 to June 2015.

Completing Grade 12	Three-year (within three years)				Five-year (within five years)				Eventual (within eight years or more)			
	All	Non-FNMI[1]	FNMI[2]	Disparity	All	Non-FNMI[1]	FNMI[2]	Disparity	All	Non-FNMI[1]	FNMI[2]	Disparity
June 2011 (baseline)	72.7	81.8	32.9	48.9	81.3	87.9	48.5	39.4	82.9	87.7	54.4	33.3
June 2012	73.7	82.9	35.9	47.0	81.2	88.0	49.7	38.3	83.5	87.9	55.5	32.4
June 2013	74.8	83.9	37.4	46.5	80.1	87.0	50.0	37.0	82.4	87.4	54.9	32.5
June 2014	74.7	83.4	40.3	43.1	81.4	88.1	54.2	33.9	83.5	89.1	56.1	33.0
June 2015	75.2	84.3	40.1	44.2	82.5	89.2	55.9	33.3	83.7	89.4	57.7	31.7

[1] Non-FNMI students are those who do not identify themselves to be First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk (FNMI), and may include FNMI students who choose not to self-identify.

[2] FNMI students are those who choose to self-identify as FNMI.

NOTES:

Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10. Five-year graduation rates are calculated as the percentage of students who complete Grade 12 within five years of 'starting' Grade 10 (and include those who graduate within three years). Eventual graduation rates are calculated as the percentage of students who complete Grade 12 at any time after 'starting' Grade 10 (and include those who graduated within three or five years). Eventual graduation rates shown in the table are for the cohorts of students who have had at least eight years to graduate from the 'start' of Grade 10.

Data includes students in provincially funded, independent and First Nations schools.

Grade 12 completions include graduation in a Saskatchewan school through the 24 credit, Adult Secondary or Alternative Education programs.

Numbers may differ slightly from those previously reported due to broader inclusion of students in the Student Data System, and due to ongoing maintenance and updating of the System.

Source: Ministry of Education, Student Data System

The performance measure of three-year, five-year and eventual graduation rates of students completing Grade 12, reflects the persistence of Saskatchewan students in achieving Grade 12 graduation. Three-quarters of Saskatchewan students graduate within three years of entering Grade 10. However, some students need more time to complete all the courses necessary to graduate, and continue in school longer than the typical three years after beginning Grade 10. The provincial three-year graduation rate remains relatively stable. There is a substantial improvement in the three-year graduation rate of First Nations, Métis and Inuit students from 2011 to 2015.

OurSCHOOL/Tell Them From Me

By June 2018, 77 per cent of students will report high levels of intellectual engagement and sense of belonging as measured by *OurSCHOOL/Tell Them From Me*.

- *OurSCHOOL/Tell Them From Me* is a perceptual survey available to all school divisions and First Nations authorities in Saskatchewan. The survey is designed to be utilized at a school and/or school division level to inform local improvement planning by aligning actions with targeted measures. *OurSCHOOL/Tell Them From Me* has identified that there is a significant disparity between First Nations and Métis and Non-First Nations and Métis students in measures including Sense of Belonging, Intellectual Engagement and Positive Relationships.

The Programme for International Student Assessment

This assessment is conducted every three years by the Organisation for Economic Co-operation and Development. The Programme for International Student Assessment focuses on the ability of 15-year-olds to use their mathematical, scientific and reading knowledge and skills to meet real life challenges which are prerequisites for efficient learning in adulthood and full participation in society. The Programme for International Student Assessment was conducted in the spring of 2015; the results will be released on December 6, 2016.

The Pan-Canadian Assessment Program

Every three years, this assessment examines the performance of Grade 8 students in reading, mathematics and science. The subject focus of the assessment cycles over three administration periods. The major subject in spring 2013 was science, with reading and mathematics as minor domains. Reading will be the major focus of the 2016 assessment.

Canada – Saskatchewan: Mean scores in reading, mathematics and science, PCAP 2013

	Reading	Mathematics	Science
Canada	508[1]	507	500
Saskatchewan	487	488	486

[1] The Pan-Canadian average is 500 points. The standard deviation is 100 points.

Source: O'Grady, Kathryn, Houme, Koffi. (2013). PCAP 2013 Report on the Pan-Canadian Assessment of Science, Reading, and Mathematics. Council of Ministers of Education, Canada. Pages. 94, 100 and 103.

Best Practice Story

Saskatchewan Rivers School Division identified a high rate of transiency amongst students in four of their schools. Noting that "students who move three or more times have reading scores half those of non-mobile students" (Naehcy, 2002), Saskatchewan Rivers School Division began to explore ways to support success for students in this group.

The school division introduced an opportunity for 36 transient students to be transported to their original school for the school year, with the goal of maintaining a consistent learning environment, improving attendance and enhancing academic performance. To increase a sense of well-being, the schools also created welcoming rooms for new students and families to help them to adjust to the school.

Government Goals

Sustaining growth and opportunities for Saskatchewan people

Meeting the challenges of growth

Securing a better quality of life for all Saskatchewan people

Delivering responsive and responsible government

Strategic priority from the *Saskatchewan Plan for Growth* and the *Education Sector Strategic Plan*: Ask school boards to demonstrate financial efficiencies that can be directed towards supporting front-line services.

Ministry and Education Sector Goal

By August 31, 2020, implement a sector-wide approach to find efficiencies and increase value-add in order for the sector to be responsive to the challenges of student needs.

Strategy

By August 31, 2017, accumulated savings will be achieved.

Key Actions and Results

In collaboration with the sector:

- Develop a long-term approach to finding efficiencies;
  - In September 2015, the operational spending outcome team developed a decision-making structure for identifying and approving business cases for finding province-wide efficiencies.
  - In early 2016, the operational spending outcome team developed a framework for all school divisions, which outlines the goals and principles of joint-efficiency projects.
- Assist in the development of efficiency expertise throughout the sector;
  - The sector identified a number of actions over multiple years and prioritized improved measurement and processes for reporting outcomes.

- Recommendations in the Provincial Auditor's report to improve measurement and reporting of outcomes were addressed in consultation with school divisions. Training and supports were provided for the identification and reporting of savings and other benefits gained through continuous improvement activities, including the use of data to inform efficiencies and improvement at the school division and sector-wide levels. Training sessions for school divisions and Ministry, as well as resources supporting school divisions in achieving consistent Government of Saskatchewan reporting, were made available in February 2016.
- Continued use of tools to improve the delivery of programs and services in alignment with the *Education Sector Strategic Plan*. These improvements continue to make a difference for students, families, teachers and staff, such as improving the allocation and use of the Educational Assistant role. They have also resulted in coordinated service delivery across sectors. Examples include: the development of a process to coordinate services provided by multiple ministries, school divisions, regional health authorities, and other community organizations to support children aged 0-8 (Grade 3) with self-regulation needs; and, the collaboration of school divisions and regional health authorities on the identification of and service delivery to children who would benefit from speech, language and occupational therapy services before entering Kindergarten, helping to ensure they are ready to learn and are supported in the transition to Grade 1. This not only resulted in streamlining of services but also in bringing services to students in the schools.

- Embed continuous improvement practices within school divisions;
  - The Ministry continues to model the use of data to support continuous improvement in the sector by pulling information from quarterly reports to inform work to find efficiencies in the sector and in the Ministry (e.g., benefits of purchase-card use; and informing Infrastructure Branch of school division efficiency events around maintenance and operations).
- Complete an efficiency project on transportation;
  - The Ministry supported several school divisions in exploring efficiencies in school transportation.
- Develop business cases for identified quick win efficiencies and longer term projects;
  - The Ministry began work on an information package for school divisions regarding the implementation and use of purchase cards (short term efficiency project).
  - The Ministry began work on detailed test data collection for an absence management (a long-term project).
- Undertake a review of the Funding Distribution Model for School Divisions to assess the fidelity of the current model.
  - The Funding Model Review Committee, which includes representatives from a cross section of school divisions, began its analysis in May 2015.
  - Consultations with school divisions, school board chairs, directors of education, chief financial officers and the Saskatchewan School Boards Association led the review committee to undertake deeper analysis on base instruction and transportation. Two additional working groups were formed to assist with this work, involving school division human resources and transportation experts respectively. The funding model review is expected to be complete by fall 2016.

Performance Measures

Provincial Summary of Accumulated Savings

The Ministry, in partnership with the sector, will report on any accumulated savings.

- The efficiency and effectiveness improvements conducted in the Ministry and in school divisions are projected to result in approximately:
  - $1,033,928 in cumulative projected savings; and
  - $509,740 in future costs avoided.

Government Goals

Sustaining growth and opportunities for Saskatchewan people | Meeting the challenges of growth | **Securing a better quality of life for all Saskatchewan people** | Delivering responsive and responsible government

Promising Practice:

School years can feel lonely for many students, which is often the case for those who identify as gender or sexually diverse.

All students in Saskatchewan deserve to feel that their school is safe, caring and welcoming of them for who they are. In October 2015, the Ministry of Education focused on helping teachers and administrators better understand and support students who identify as gender and/or sexually diverse by releasing an online professional resource called *Deepening the Discussion: Gender and Sexual Diversity*.

This resource can assist educators in creating a culture of acceptance and understanding about gender and sexual diversity in their schools and communities. It also offers practical advice on how to support students and their families, start an Alliance for Gender and Sexual Diversity in their school, and incorporate learning about gender and sexual diversity into curricula.

Key Actions and Results

Continue to implement recommendations from the *Action Plan to Address Bullying and Cyber-Bullying*.

- In April 2015, the Ministry posted the policy statement, *Student Alliance for Gender and Sexual Diversity in Saskatchewan Schools* to support students in establishing an alliance for gender and sexual diversity in their schools. In October 2015, a professional online learning resource, *Deepening the Discussion: Gender and Sexual Diversity* was released to support school division staff.
- In November 2015, more than 9,000 grade 6-12 students participated online in the 2015 Student First Anti-Bullying Youth Forum to learn how to influence positive social change in their schools, communities and online.
- As of March 31, 2016, 27 of the 28 school divisions had completed both Level I and Level II Violent Threat Risk Assessment training.
- In September 2015, the Ministry launched the *Digital Citizenship Education in Saskatchewan Schools* website with complementary webinars to support the instruction of appropriate and responsible online behaviour for Kindergarten through Grade 12 students.

Continue to work with school divisions to address recommendations in Volume 2 of the *Provincial Auditor's 2012 Report* regarding transporting students safely.

- The Ministry struck a working group of school division transportation experts to develop guidelines to address the Provincial Auditor's recommendations on transporting students safely.
- As of March 31, 2016 draft guidelines were prepared for further consultation. The guideline document is expected to be distributed by the end of the school year.

Government Goals

Sustaining growth and opportunities for Saskatchewan people

Meeting the challenges of growth

Securing a better quality of life for all Saskatchewan people

Delivering responsive and responsible government

Key Actions and Results

As part of the Collective Agreement, a task force will review teacher time.

- As agreed to in a Letter of Understanding that was attached to the latest Provincial Collective Agreement, a task force to review the demands on teacher time was established and first met in April 2015. Over the next 10 months, the task force met for 11 days. The task force was chaired by Andrew Sims, Q. C. and was made up of four representatives of the Saskatchewan Teachers' Federation, two representatives from the Saskatchewan School Boards Association, and two representatives from the Ministry of Education.
- The task force produced a final report which was issued in early February and has since been made publicly available on the Government of Saskatchewan website. The report brought clarity to definitions of various components of teacher time, the professional responsibilities of teachers, and a suggested maximum on the annual number of hours of assigned teacher time. It was recommended that the parties to the Collective Agreement take steps to incorporate a Memorandum of Agreement into the Collective Agreement, that would recognize the definitions and limits on teacher time as defined in the report.

The new, independent Saskatchewan Professional Teachers Regulatory Board (SPTRB) began operating in the fall of 2015.

- In order to provide the required authority to the board to carry out the necessary activity to prepare for operations, sections of *The Registered Teachers Act* and consequential amendments were proclaimed.
- A board of nine people, composed of seven registered teachers and two members of the public, was created to govern the SPTRB.
- The SPTRB became operational on October 19, 2015.
- The Ministry of Education has committed to paying the operational costs of the SPTRB for the first two years (including the last half of the 2015-16 fiscal year) of operations, at an anticipated cost of $1.7 million for the 2016-17 fiscal year and $850,000 for the first half of the 2017-18 fiscal year.
- The new regulatory board was designed to provide the type of self-regulation of the teaching profession that is desired and sought by most professional organizations.

Continue with the development and begin the deployment of Workforce Diversity Initiatives/Strategies in the areas of First Nations and Métis recruitment and retention, and Persons with Disability recruitment and retention.

- Tools to incorporate diversity as a core competency for hiring managers and in performance management were presented and made available to the Ministry Senior Leadership Team.
- The *Ministry Cousins* program was launched in December 2015. *Ministry Cousins* matches new First Nations and Métis employees with current First Nations and Métis employees. The matches are for peer support to aid in the retention of First Nations and Métis employees. As at March 31, there are six people signed up and one match underway.

2015-16 Financial Overview

Introduction

Total 2015-16 actual expenditures for the Ministry were $1,997.4 million, resulting in a variance of $6.1 million under the budget of $2,003.5 million.

Actual expenditures were under the 2015-16 budget mainly due to savings realized from lower usage of the Productivity Fund; net savings associated with the Education Property Tax reconciliation; savings associated with various child care programs; and savings realized in both the Teachers' Superannuation Plan and the Saskatchewan Teachers' Retirement Plan. These savings were partially offset by pressures relating to rent and courier costs; CommunityNet infrastructure and bandwidth upgrades; and the Joint-Use Schools Project (JUSP) being ahead of its construction schedule.

Revenue for the Ministry was $10.4 million, an increase of $3.9 million over the budget of $6.5 million. The increase was primarily due to a $2.0 million refund of a portion of a Saskatchewan Teachers' Retirement Plan accrual that was set up at 2014-15 year end and a $1.9 million net refund related to changes in estimates and unused capital grant funding approved in prior years.

Expenditures

The table on the following page provides information on actual and original budgeted expenditures by subvote and allocation. Variance explanations are provided for all variances greater than $1.0 million.

Expenditures

(in thousands of dollars)	2014-15 Actual Expenditures	2015-16 Budget Expenditures	2015-16 Actual Expenditures	Variance Actual to Budget	
Central Management and Services (ED01)					
Minister's Salary (Statutory)	$48	$48	$48	-	
Executive Management	$1,846	$1,639	$1,881	$242	
Central Services	$12,107	$13,967	$11,387	($2,580)	1
Accommodation Services	$5,550	$3,952	$6,050	$2,098	2
Subvote Subtotal	$19,551	$19,606	$19,366	($240)	
K-12 Education (ED03)					
Achievement and Operational Support	$29,498	$30,092	$30,491	$399	
School Operating	$1,199,976	$1,205,290	$1,202,470	($2,820)	3
K-12 Initiatives	$34,328	$36,096	$37,802	$1,706	4
School Capital	$107,610	$248,470	$255,523	$7,053	5
Educational Agencies	$538	$504	$176	($328)	
Subvote Subtotal	$1,371,950	$1,520,452	$1,526,462	$6,010	
Early Years (ED08)					
Operational Support	$4,104	$4,334	$3,879	($455)	
KidsFirst	$4,569	$4,615	$4,615	$0	
Early Childhood and Intervention Programs	$4,004	$3,953	$4,090	$137	
Child Care	$50,246	$53,278	$52,062	($1,216)	6
Child Care Capital Transfers	$1,675	-	-	-	
Subvote Subtotal	$64,598	$66,180	$64,646	($1,534)	
Literacy (ED17)	$2,787	$2,769	$2,603	($166)	
Provincial Library (ED15)	$12,691	$12,744	$12,792	$48	
Teachers' Pension and Benefits (ED04)					
Teachers' Superannuation Commission	$1,262	$1,563	$1,201	($362)	
Teachers' Superannuation Plan (Statutory)	$215,963	$254,730	$252,538	($2,192)	7
Teachers' Group Life Insurance (Statutory)	$2,065	$2,252	$2,129	($123)	
Teachers' Dental Plan	$11,399	$11,824	$12,186	$362	
Saskatchewan Teachers' Retirement Plan (Statutory)	$85,051	$89,338	$82,835	($6,503)	8
Teachers' Extended Health Plan	$19,495	$20,170	$20,097	($73)	
Subvote Subtotal	$335,235	$379,877	$370,986	($8,891)	
Total Appropriation	$1,806,812	$2,001,628	$1,996,855	($4,773)	
Capital Asset Acquisitions, Net	$(10,062)	-	-	-	
Non-Appropriated Expense Adjustment	$600	$1,850	$547	($1,303)	9
Total Ministry of Education Expense	$1,797,350	$2,003,478	$1,997,402	($6,076)	

Variance Analysis 2015-16 Actual Expenditures to Budget

1. Variance is primarily due to lower utilization of the Productivity Fund and other operating costs as a result of fiscal restraint.
2. This is primarily due to higher than planned rent and courier costs, as well as costs related to the inter-ministerial transfer of shared ownership school capital projects.
3. This is primarily related to savings associated with the Education Property Tax reconciliation.
4. Variance is primarily due to a pressure associated with CommunityNet infrastructure and bandwidth upgrades.
5. Variance in School Capital is primarily due to the Joint-Use Schools Project being ahead of its anticipated construction schedule.
6. Savings associated with child care operating grant funding and support for young parents working to finish high school were partially offset by increased expenditures associated with enhanced accessibility required to provide services to children with exceptionally high needs.
7. Variance is due to fewer teachers retiring than expected, lower annual pensioner payables than projected and higher average contributions released per retiring teacher than budgeted. The combination of these factors resulted in a lower required contribution from the General Revenue Fund.
8. Variance is due to a decreased amount of matching contributions required from the General Revenue Fund.
9. Variance is the result of amortization savings, as the completed shared ownership schools have been transferred to the Ministry of Central Services who, in turn, charge an expense through Accommodation Services.

Funding Provided to Third Parties

Actual funding provided to third parties totalled $1,955.6 million. This was comprised of:

- $1,202.5 million School Operating grants
- $369.8 million Teachers' Pensions and Benefits
- $255.5 million School Capital transfers to support school divisions
- $52.1 million Child Care grants
- $37.8 million K-12 Initiatives
- $11.1 million Provincial Library grants
- $4.6 million *KidsFirst Strategy*
- $4.1 million First Nations and Métis Joint Task Force
- $4.1 million Early Childhood Intervention Program
- $3.7 million French Education grants
- $2.3 million Literacy grants
- $2.4 million Invitational Shared Service Initiatives
- $1.7 million *Following Their Voices*
- $1.5 million Saskatchewan Professional Teachers Regulatory Board
- $0.7 million Anti-bullying Initiative
- $0.8 million miscellaneous grants to educational agencies
- $0.4 million Ability In Me program
- $0.3 million Junior Achievement
- $0.2 million General Proficiency Awards

Revenue

A summary of the Ministry's 2015-16 budgeted revenue compared to actual revenue is presented below. Explanations are provided for all variances greater than $1.0 million.

(in thousands of dollars) Revenue Category	2015-16 Budget	2015-16 Actual	Variance	
Privileges, Licenses and Permits				
Teachers' Certificates	$100	$49	($51)	
Subtotal	$100	$49	($51)	
Sales, Services and Service Fees				
Other Miscellaneous Services	$450	$574	$124	
Subtotal	$450	$574	$124	
Receipts from Other Governments				
Federal-Provincial Cost Sharing Programs	$5,263	$5,263	$0	
Subtotal	$5,263	$5,263	$0	
Other Revenue				
Casual Revenue	$55	$101	$46	
Refund from Previous Years' Expenditures	$600	$350	($250)	
Changes in Previous Years' Estimates	$0	$4,017	$4,017	1
Salary Overpayment Refund - Prior Years	$0	$10	$10	
Subtotal	$655	$4,478	$3,823	
Total Revenue	$6,468	$10,364	$3,896	

Variance Analysis 2015-16 Actual Revenue to Budget

1. Variance is related to a $2.0 million refund of a portion of a Saskatchewan Teachers' Retirement Plan accrual that was set up at 2014-15 year end; $1.9 million net refund related to changes in estimates and unused capital grant funding approved in prior years; and various refunds related to changes in previous years' estimates.

Special Purpose Funds

Audited financial statements for the following special purpose funds may be found at finance.gov.sk.ca/public-accounts or by contacting the Communications Branch of the Ministry of Education.

Education Scholarship Fund

The Education Scholarship Fund (Fund), formerly the Prince of Wales Scholarship Fund, operates under the authority of section 4.1 of *The Education Act, 1995*. The Fund was established on January 1, 2003 for the purpose of assisting students in community schools to complete their secondary education. The Ministry of Education administers the Fund. Donations received by the Fund qualify for a receipt for income tax purposes.

School Division Tax Loss Compensation Fund

The School Division Tax Loss Compensation Fund was created by an amendment to *The Education Act, 1995* through *The Treaty Land Entitlement Implementation Act* and came into force on June 22, 1993. Regulations to administer the School Division Tax Loss Compensation Fund were established by an Order in Council on December 14, 1994.

The School Division Tax Loss Compensation Fund is administered by the Ministry of Education on behalf of school boards. The purpose of the School Division Tax Loss Compensation Fund is to provide tax loss compensation to school divisions that lose tax revenue as a result of lands within that school division being set apart as an Indian reserve. The School Division Tax Loss Compensation Fund receives money from the provincial (Ministry of Government Relations) and federal (Aboriginal Affairs and Northern Development Canada) governments as part of the Treaty Land Entitlement Framework Agreement. Payments are made to affected school divisions according to the formula stated in the regulations.

For More Information

For more information about Ministry programs and services, please visit the Ministry's website at saskatchewan.ca/government/government-structure/ministries/education.

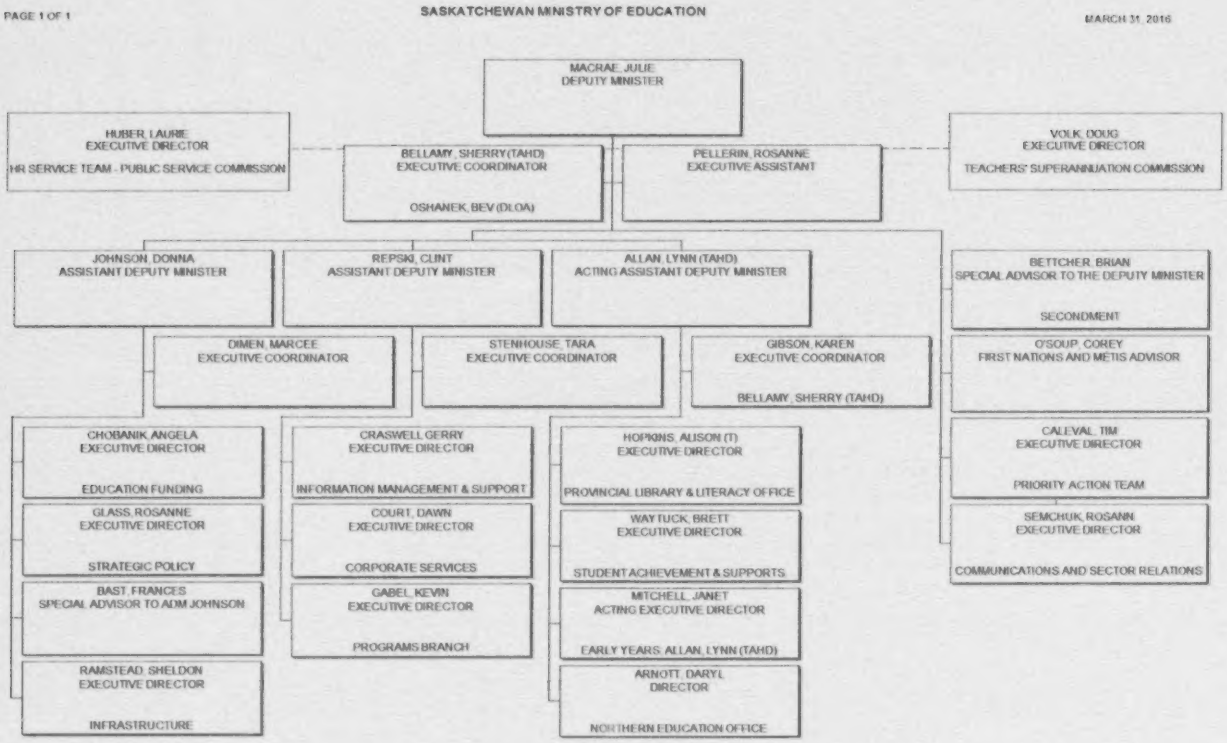
This annual report is available online at: saskatchewan.ca/government/government-structure/ministries/education#annual-reports.

If you have any questions, please email learning.inquiry@gov.sk.ca or call our Communications and Sector Relations branch at 306-787-0040.

Ministry of Education
Communications and Sector Relations Branch
5th Floor, 2220 College Avenue
Regina SK S4P 4V9

Appendices

Appendix A – Organization Chart at March 31, 2016



Appendix B – Legislation and Regulations

MINISTRY OF EDUCATION LEGISLATION

C-7.2	*The Child and Family Services Act* (only with respect to section 5 which is jointly held between Education and Social Services).
C-7.31	*The Child Care Act, 2014* (shared responsibility with Social Services)
C-7.31	*Loi de 2014 sur les garderies d'enfant*
C-7.31 Reg 1	*The Child Care Regulations, 2015*
C-7.31 Règl 1	*Règlement de 2015 sur les garderies d'enfants*
E-0.2	*The Education Act, 1995*
E-0.2	*Loi de 1995 sur l'éducation*
E-0.2 Reg 24	*The Education Regulations, 2015*
E-0.1 Reg 11	*The Independent Schools Regulations*
E-0.2 Reg 23	*The Home-based Education Program Regulations, 2015*
E-0.2 Règl 23	*Règlement de 2015 sur les programmes de scolarisation à domicile*
E-0.1 Reg 18	*The School Division Tax Loss Compensation Fund Administration Regulations*
E-0.2 Reg 25	*The Teacher Salary Classification Regulations*
E-0.2 Règl 25	*Règlement sur la classification salariale des enseignants*

**These are Minister's regulations, pursuant to clause 3(2)(g) of *The Education Act, 1995*

E-0.2 Reg 4	*The Conseil scolaire fransaskois Election Regulations*
E-0.2 Règl 4	*Règlement sur les élections du Conseil scolaire fransaskois*
E-0.2 Reg 6	*The Electronic Meeting Procedures Regulations*
E-0,2 Règl 6	*Règlement sur la procédure régissant les téléréunions*
E-0.2 Reg 20	*The Education Funding Regulations*

E-13.1	*The Executive Government Administration Act*
G-5.1 Reg 132	*The Ministry of Education Regulations, 2007*
L-9.02	*The League of Educational Administrators, Directors and Superintendents Act, 1991*
L-14.01	*The Libraries Co-operation Act*
L-14.01 Reg 1	*The Libraries Co-operation Honoraria Regulations*
P-39.2	*The Public Libraries Act, 1996*
P-39.2 Reg 1	*The Public Libraries Regulations, 1996*
R-11.1	*The Registered Music Teachers Act, 2002*
R-15.1	*The Registered Teachers Act*
T-6.1	*The Teachers' Dental Plan Act*
T-7.1	*The Teachers' Federation Act, 2006*
T-8	*The Teachers' Life Insurance (Government Contributory) Act*
T-8 Reg 2	*The Teachers' Life Insurance Regulations, 2015*
T-9.1	*The Teachers Superannuation and Disability Benefits Act*
T-9.1 Reg 1	*The Teachers' Superannuation and Disability Benefits Regulations*
C-40	*The Teachers' 1990-91 Collective Agreement Implementation Act*